

Year 7 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	Character (SMSC & Values)	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Key vocabulary (skills linked) discussed and used in every lesson.</li> <li>❖ Reading of scripts / text.</li> <li>❖ Analysis of stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>● Personal development - confidence building, self-expression, and challenge through performance.</li> <li>● Peer and self evaluation on a weekly basis.</li> <li>● Group work &amp; teamwork - working with others respectfully, listening and communicating with all peers.</li> <li>● Self and peer evaluation and feedback.</li> <li>● Self organisation of working to deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring practitioners within the Performing Arts industry.</li> </ul>	<ul style="list-style-type: none"> <li>● KS3 Acting and Dance extra-curricular opportunities.</li> <li>● Whole school production.</li> <li>● Local theatre company auditions.</li> <li>● Exploration and appreciation of various cultures within the Arts.</li> <li>● Identifying different cultural representations through movement repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>● Equality - Mixed group work and outlined rules regards working cohesively.</li> <li>● Diversity - exploring a wide range of repertoire.</li> <li>● Inclusivity - Working with others through group work on a weekly basis using discussion and teamwork.</li> </ul>
<b>Formal Assessments (Title/Date)</b>			<b>Blended Learning</b>	<b>Home Learning</b>
<ul style="list-style-type: none"> <li>❖ Practical assessment and theory assessment at the end of each scheme</li> </ul>			<ul style="list-style-type: none"> <li>● No ICT used</li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum
<b>Serious Fun!</b>	<ul style="list-style-type: none"> <li>★ To gain knowledge of the basic acting techniques required for performance.</li> </ul>	<b>GCSE Link:</b> → Devising for performance		<ul style="list-style-type: none"> <li>●</li> </ul>

## Performing Arts (Dance & Drama)

	<ul style="list-style-type: none"> <li>★ To gain personal confidence through performance in front of others.</li> <li>★ To know how to use and develop: facial expressions, body language, vocal tone, vocal pace, vocal pitch, action and reaction, physicality and movement in performance.</li> <li>★ To learn how to create a role for performance.</li> </ul>	<ul style="list-style-type: none"> <li>→ Development of characterisation and role</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Personal development</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ All Year 7 schemes of work</li> </ul>	
<p><b>Dance Introduction ASD</b></p>	<ul style="list-style-type: none"> <li>★ To learn the basic body technique and alignment required for Dance.</li> <li>★ To gain knowledge in how to perform the main Dance action types (roll, walk, hop, leap, twist, turn, jump, run, and balance)</li> <li>★ To gain knowledge in the various types of spacing used in Dance as well as how to use pathways within choreography.</li> <li>★ To gain knowledge in dynamics of choreography and learn how to combine a range of dynamics to create an interesting piece of choreography.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Creating choreography for performance</li> <li>→ Dance appreciation</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Personal development</li> <li>→ Historical</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Dance relationships scheme</li> <li>→ Stimulus choreography scheme</li> </ul>	•
<p><b>Character &amp; Voice, creation of role</b></p>	<ul style="list-style-type: none"> <li>★ Providing students with the opportunity to create a wide variety of roles for performance.</li> <li>★ Students to gain knowledge of exploring and physically demonstrating for the first time the following acting skills: gait, posture, gesture, status, pace, pitch, tone, vocal emphasis, to deepen their role for performance.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Devising for performance</li> <li>→ Further development of characterisation and role</li> <li>→ Skills explored link with BTEC Component 3 practical skills Workshops</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Personal development</li> </ul>	•

## Performing Arts (Dance & Drama)

	<ul style="list-style-type: none"> <li>★ To learn how to create a role for an audience using each acting skill, and learn how to combine various skills to further develop their role.</li> </ul>	<ul style="list-style-type: none"> <li>→ Cultural</li> <li>→ Historical</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Physical theatre scheme</li> </ul>	
<b>Dance Relationships</b>	<ul style="list-style-type: none"> <li>★ To physically explore the main relationships in Dance: canon, unison, accumulation, Q&amp;A, mirroring, and repetition.</li> <li>★ To gain knowledge of how to use and combine the relationships within a piece of choreography for performance.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Creating intricate choreography using relationships.</li> <li>→ Identifying various relationships used within choreography (C1 and C2)</li> <li>→</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Personal development</li> <li>→ Cultural</li> <li>→ Historical</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Stimulus choreography</li> </ul>	•
<b>Physical Theatre</b>	<ul style="list-style-type: none"> <li>★ To gain knowledge of Physical Theatre, and be able to explore and demonstrate a range of physical sequences.</li> <li>★ To learn how to combine various physical sequences to create performances.</li> <li>★ To explore Physical Theatre practitioners and gain an understanding of how physical theatre repertoire is used within performances.</li> <li>★ To gain knowledge of how to add Physical Theatre to scripted texts.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Exploration of Physical Theatre company Frantic Assembly in Component 1</li> <li>→ Development of use of movement within a scene</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Personal development</li> <li>→ Cultural</li> <li>→ Historical</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Year 9 Physical Theatre scheme</li> </ul>	•

## Performing Arts (Dance & Drama)

<p><b>Stimulus Choreography</b></p>	<ul style="list-style-type: none"> <li>★ To gain understanding of what a stimulus is and how to use a stimulus to create new material.</li> <li>★ To explore the 3 main types of stimulus: visual, tactile, auditory.</li> <li>★ To further deepen students knowledge and usage of Dance skills by creating choreography in response to stimulus.</li> <li>★ To gain knowledge in dynamics of choreography and learn how to combine a range of dynamics to create an interesting piece of choreography.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Responding to an unknown stimulus (Component 3 responding to a brief)</li> <li>→ Exploring creative ideas within a group to create new material in response to a stimulus</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Personal development</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Dance relationships scheme</li> <li>→ Stimulus choreography scheme</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

### Year 8 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Key vocabulary (skills linked) discussed and used in every lesson.</li> <li>❖ Reading of scripts / text.</li> <li>❖ Set design and staging -</li> </ul>	<ul style="list-style-type: none"> <li>● Personal development - confidence building, self-expression, and challenge through performance.</li> <li>● Peer and self evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring practitioners within the Performing Arts industry.</li> <li>● Learning about the</li> </ul>	<ul style="list-style-type: none"> <li>● KS3 Acting and Dance extra-curricular opportunities.</li> <li>● Whole school production.</li> <li>● Local theatre company</li> </ul>	<ul style="list-style-type: none"> <li>● Equality - Mixed group work and outlined rules regards working cohesively.</li> <li>● Diversity - exploring a wide range of repertoire.</li> </ul>

## Performing Arts (Dance & Drama)

drawings and annotation. ❖ Analysis of stimulus.	on a weekly basis. <ul style="list-style-type: none"> <li>● Group work &amp; teamwork - working with others respectfully, listening and communicating with all peers.</li> <li>● Self and peer evaluation and feedback.</li> <li>● Self organisation of working to deadlines.</li> </ul>	main job roles / careers within theatre.	auditions. <ul style="list-style-type: none"> <li>● Exploration and appreciation of various cultures within the Arts.</li> <li>● Identifying different cultural representations through movement repertoire found in GCSE anthologies.</li> </ul>	<ul style="list-style-type: none"> <li>● Inclusivity - Working with others through group work on a weekly basis using discussion and teamwork.</li> </ul>
<b>Formal Assessments (Title/Date)</b>			<b>Blended Learning</b>	<b>Home Learning</b>
❖ Practical assessment and theory assessment at the end of each scheme			<ul style="list-style-type: none"> <li>● Use of Chromebooks / desktops for research</li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum ( <i>including KS2</i> )
<b>Emancipation of Expressionism</b>	<ul style="list-style-type: none"> <li>★ To gain knowledge of the GCSE Dance anthology Emancipation of Expressionism.</li> <li>★ To explore the practitioner Boy Blue Entertainment's choreography in this anthology.</li> <li>★ To gain an understanding of choreographic intent</li> <li>★ To gain knowledge of the key motifs and dance action content and choreographic intentions in Emancipation of Expressionism.</li> <li>★ To explore the main styles of Dance found within Hip-Hop Dance (popping, locking, waaking, breakin)</li> <li>★ Cultural appreciation of Hip-Hop Dance and it's roots</li> </ul>	<b>GCSE Link:</b> <ul style="list-style-type: none"> <li>→ Exploration of practitioner and repertoire</li> <li>→ Dance appreciation - identifying and recreation various Dance styles (C1 &amp; C2)</li> </ul> <b>Wider Curriculum Links:</b> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <b>Sequencing Links:</b> <ul style="list-style-type: none"> <li>→ Motif development scheme</li> <li>→ Themes in dance</li> </ul>		<ul style="list-style-type: none"> <li>●</li> </ul>

## Performing Arts (Dance & Drama)

<p><b>The 7 Deadly Sins</b></p>	<ul style="list-style-type: none"> <li>★ To learn the origins of The 7 Deadly sins.</li> <li>★ To extend knowledge of devising in response to a stimulus through physical exploration of each sin.</li> <li>★ To learn how to physicalize and vocalise each sin using emotions connected to the sin for performance.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Responding to an unknown stimulus (Component 3 responding to a brief)</li> <li>→ Focus development of practical skills in Component 2</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Mask and Mine scheme</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Themes in Dance</b></p>	<ul style="list-style-type: none"> <li>★ To explore how themes in Dance are created and developed.</li> <li>★ To understand how a theme in Dance can be identified through music, choreographic intent, costume, lighting, formations, dynamics and music.</li> <li>★ To learn how to explore and represent several themes in their own choreography.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Exploration of practitioner and repertoire</li> <li>→ Dance appreciation - identifying and recreation various Dance themes (C1 &amp; C2)</li> <li>→ Responding to a set theme for C1,C2, and C3</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Political</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Year 9 Dance scheme Infra Anthology exploration</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Mask &amp; Mime</b></p>	<ul style="list-style-type: none"> <li>★ To gain a knowledge and understanding of how to perform with a mask for the first time.</li> <li>★ To further develop students' mime performance skills.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Exploration of practitioner for C1 and type of performance (mime)</li> <li>→ Focus development of practical skills in Component 2</li> </ul> <p><b>Wider Curriculum Links:</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Performing Arts (Dance & Drama)

	<ul style="list-style-type: none"> <li>★ To gain knowledge and physically explore how to connect the emotion on the facial expression of the mask, to their practical demonstration and performance.</li> <li>★ To learn how to use a mask in performance to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Year 9 Acting schemes Devised, and Get in Role</li> </ul>	
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### Year 9 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Key vocabulary (skills linked) discussed and used in every lesson.</li> <li>❖ Reading and learning lines / memorising of scripts / text.</li> <li>❖ Analysis of stimulus.</li> <li>❖ Writing up progress log to reflect on progress throughout the devising process.</li> </ul>	<ul style="list-style-type: none"> <li>● Personal development - confidence building, self-expression, and challenge through performance.</li> <li>● Peer and self evaluation on a weekly basis.</li> <li>● Group work &amp; teamwork - working with others respectfully, listening and communicating with all peers.</li> <li>● Self and peer evaluation and feedback.</li> <li>● Self organisation of working to deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring practitioners within the Performing Arts industry.</li> <li>● Learning about the main job roles / careers within theatre.</li> </ul>	<ul style="list-style-type: none"> <li>● KS3 Acting and Dance extra-curricular opportunities.</li> <li>● Whole school production.</li> <li>● Local theatre company auditions.</li> <li>● Exploration and appreciation of various cultures within the Arts.</li> <li>● Identifying different cultural representations through movement repertoire.</li> <li>● Exploring GCSE anthology that depicts the stimulus of London 2007 bombings.</li> </ul>	<ul style="list-style-type: none"> <li>● Equality - Mixed group work and outlined rules regards working cohesively.</li> <li>● Diversity - exploring a wide range of repertoire.</li> <li>● Inclusivity - Working with others through group work on a weekly basis using discussion and teamwork.</li> </ul>

## Performing Arts (Dance & Drama)

Formal Assessments (Title/Date)		Blended Learning	Home Learning
❖ Practical assessment and theory assessment at the end of each scheme		<ul style="list-style-type: none"> <li>● Use of Chromebooks / desktops for research</li> <li>● Use of Digital Theatre+</li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
<b>Get in role - acting techniques</b>	<ul style="list-style-type: none"> <li>★ Students deepen their performance skills through exploration and physical demonstration of a new range of performance skills.</li> <li>★ Each skill explored is a new performance skill that is essential to the development of a role both verbally and physically.</li> <li>★ Students will also gain knowledge of new acting techniques they can use to develop their group scenes, to create a more complex performances.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Component 1 and 2 - exploring practitioners repertoire.</li> <li>→ Component 3 - using performance skills in a group performance</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Devised scheme- The Sodder Children</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Infra Anthology Exploration</b>	<ul style="list-style-type: none"> <li>★ To explore the set anthology Infra.</li> <li>★ Students gain knowledge of the anthology, focusing on the choreography content and intentions of the piece.</li> <li>★ Exploring ways of creating intricate choreography through Wayne McGregor's methods of choreographing.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Component 1 and 2 - exploring practitioners repertoire and methods of creating for performance.</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Political</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Physical Theatre scheme</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>



## Performing Arts (Dance & Drama)

<p><b>Devised - The Sodder Children Mystery</b></p>	<ul style="list-style-type: none"> <li>★ Students will be provided with the opportunity to devise a group performance for peer-assessment.</li> <li>★ Through exploration of the stimulus The Sodder Children, students will deepen their knowledge of how to devise, whilst linking together the Drama performance techniques and skills previously explored.</li> <li>★ A group performance will be devised, encouraging students to deepen their communication, organisation, and leadership skills.</li> <li>★ Students responding to a stimulus through improvisation for devising.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Component 3, working as a group to devise a performance for an audience in response to a, external stimulus.</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ Political</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Texts in practice scheme</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Physical Theatre - Frantic Assembly</b></p>	<ul style="list-style-type: none"> <li>★ To explore the work of Frantic Assembly and further develop previous knowledge of physical theatre.</li> <li>★ Students gain more in depth understanding of physical theatre through practical exploration linked to text.</li> <li>★ To gain more confidence and develop skills of creating abstract pieces of theatre.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Exploration of practitioners repertoire and methods of creation of new material in Component 1.</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Texts in practice scheme</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Texts in practice</b></p>	<ul style="list-style-type: none"> <li>★ To accumulate all performance and acting skills resulting in a final performance for the key stage.</li> <li>★ Students will gain knowledge of organising their own performances working to a specific set</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Component 3 - creating a group performance for an audience</li> <li>→ Component 2 - Organisation and working to a deadline for performance assessment</li> </ul> <p><b>Wider Curriculum Links:</b></p>	<ul style="list-style-type: none"> <li>●</li> </ul>

## Performing Arts (Dance & Drama)

	<p>timeframe, as well as learn how to learn their lines for performance.</p> <p>★ To gain a knowledge of how to run their own group performance for peer-assessment, as well as organise their own props and costumes for performance.</p>	<ul style="list-style-type: none"> <li>→ Historical</li> <li>→ Personal development</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Component 2 and 3 BTEC</li> </ul>	
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### Year 10 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Focus on key skills vocabulary used every lesson.</li> <li>❖ Writing of reports, and primary research undertaken for coursework.</li> <li>❖ Digital log for target setting, progress, and self-evaluation.</li> <li>❖ Reading of text / scripts, memorising lines.</li> </ul>	<ul style="list-style-type: none"> <li>● Personal development - confidence building, self-expression, and challenge through performance.</li> <li>● Peer and self evaluation on a weekly basis.</li> <li>● Group work &amp; teamwork - working with others respectfully, listening and communicating with all peers.</li> <li>● Frequent self and peer evaluation and feedback.</li> <li>● Self organisation of working to deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>● Researching all job roles in theatre, and understanding the interrelationships between roles.</li> <li>● Research of production and how a performance is created.</li> </ul>	<ul style="list-style-type: none"> <li>● Whole school production.</li> <li>● Local theatre company auditions.</li> <li>● Professional workshops.</li> <li>● Exploration and appreciation of various cultures within the Arts.</li> <li>● Study of practitioners from various cultural backgrounds.</li> <li>● Identifying different cultural representations through movement repertoire.</li> <li>● Study of 3 productions differing in style and genre.</li> <li>● Solo &amp; monologue</li> </ul>	<ul style="list-style-type: none"> <li>● Equality - Mixed group work and outlined rules regards working cohesively.</li> <li>● Diversity - exploring a wide range of repertoire.</li> <li>● Inclusivity - Working with others through group work on a weekly basis using discussion and teamwork.</li> </ul>

## Performing Arts (Dance & Drama)

			performances from a varied range of characters differing in ethnical backgrounds and cultures.	
<b>Formal Assessments (Title/Date)</b>			<b>Blended Learning</b>	<b>Home Learning</b>
<ul style="list-style-type: none"> <li>❖ C1 - Written coursework and workshop evidence filmed within specified exam window set by BTEC</li> <li>❖ C2 - Workshop evidence filmed, written coursework, solo &amp; monologue performances within specified exam window set by BTEC</li> </ul>			<ul style="list-style-type: none"> <li>● Blended learning regular use of Chromebooks &amp; desktops fo research and completion of Coursework.</li> <li>● Digital Theatre+</li> </ul>	<ul style="list-style-type: none"> <li>● Mixture of written and practical Home Learning set on a weekly basis on Google Classroom</li> </ul>
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum
<b>Component 1</b>	<ul style="list-style-type: none"> <li>★ To develop understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.</li> <li>★ Learn in depth the roles within theatre, and understand the interrelationships between each role.</li> <li>★ To explore productions of a mixed genre and style to identify choreographic intent, as well as physically recreate repertoire.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Links to Level 3.</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Personal development</li> <li>→ Historical</li> <li>→ Political</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Links to Components 2 and 3.</li> </ul>		<ul style="list-style-type: none"> <li>●</li> </ul>
<b>Component 2</b>	<ul style="list-style-type: none"> <li>★ Developing performance skills and techniques in the performing arts.</li> <li>★ Taking part in workshops and classes to develop technical, practical and interpretative skills through the rehearsal and performance process.</li> <li>★ Reviewing own progress and setting personal targets.</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Links to Level 3.</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Personal development</li> <li>→ Historical</li> <li>→ Political</li> <li>→ Cultural</li> <li>→ SMSC</li> </ul>		<ul style="list-style-type: none"> <li>●</li> </ul>

## Performing Arts (Dance & Drama)

	★ Solo & monologue performances to an audience.	<b>Sequencing Links:</b> → Links to Component 3.	
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### Year 11 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Focus on key skills vocabulary used every lesson.</li> <li>❖ Writing of reports, and primary research undertaken for coursework.</li> <li>❖ Digital log for target setting, progress, and self-evaluation.</li> <li>❖ Reading of text / scripts, memorising lines.</li> </ul>	<ul style="list-style-type: none"> <li>● Personal development - confidence building, self-expression, and challenge through performance.</li> <li>● Peer and self evaluation on a weekly basis.</li> <li>● Group work &amp; teamwork - working with others respectfully, listening and communicating with all peers.</li> <li>● Frequent self and peer evaluation and feedback.</li> <li>● Self organisation of working to deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>● Researching all job roles in theatre, and understanding the interrelationships between roles.</li> <li>● Research of production and how a performance is created.</li> </ul>	<ul style="list-style-type: none"> <li>● Whole school production.</li> <li>● Local theatre company auditions.</li> <li>● Professional workshops.</li> <li>● Exploration and appreciation of various cultures within the Arts.</li> <li>● Study of practitioners from various cultural backgrounds.</li> <li>● Identifying different cultural representations through movement repertoire.</li> <li>● Study of 3 productions differing in style and genre.</li> <li>● Solo &amp; monologue performances from a varied range of characters differing in ethnical backgrounds and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>● Equality - Mixed group work and outlined rules regards working cohesively.</li> <li>● Diversity - exploring a wide range of repertoire.</li> <li>● Inclusivity - Working with others through group work on a weekly basis using discussion and teamwork.</li> </ul>
<b>Formal Assessments (Title/Date)</b>			<b>Blended Learning</b>	<b>Home Learning</b>
<ul style="list-style-type: none"> <li>❖ C3 - External brief set in exam window by BTEC - evidence in practical and written form, with an</li> </ul>			<ul style="list-style-type: none"> <li>● Blended learning regular use of Chromebooks &amp; desktops</li> </ul>	<ul style="list-style-type: none"> <li>● Mixture of written and practical Home Learning set on a weekly</li> </ul>

## Performing Arts (Dance & Drama)

end of year group workshop performance to an audience.		fo research and completion of Coursework. • Digital Theatre+	basis on Google Classroom
Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing	National Curriculum
Component 3	<ul style="list-style-type: none"> <li>★ Responding to an external brief.</li> <li>★ Working as a group to devise and create own performance for an audience.</li> <li>★ Applying all performance skills learnt in KS3 &amp; KS4 in a workshop performance.</li> <li>★ Frequent reviewing of progress and self-evaluation throughout.</li> <li>★ Reflection of progress through evaluation task.</li> </ul>	<p><b>GCSE Link:</b> → Links to Level 3.</p> <p><b>Wider Curriculum Links:</b> → Personal development → Historical → Political → Cultural → SMSC</p> <p><b>Sequencing Links:</b> → Links to Level 3.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>